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ABSTRACT

This study was conducted in order to determine how beginning teachers evaluated preservice teacher education and performance. A survey was conducted of University of North Florida graduates who had been hired by school systems within the state of Florida. The graduates were asked to rate themselves on 27 generic teaching competencies and to write comments on their strengths and weaknesses during the beginning year of teaching. They were also asked to provide suggestions for improving teacher education preparation programs and to discuss opportunities for ways in which colleges and universities could better work with beginning teachers. Analysis of both ratings and written comments indicates that skills such as classroom management and organization were reported both as areas of strength and weakness. The beginning teachers rated themselves strong in interpersonal skills but had concerns about their conferencing skills. They tended to want a more reality-based teacher preparation program with more field experiences and hands-on experiences. Their recommendations included establishment of support groups, telephone hot lines, and seminars on problem areas. Appendixes include participants' responses to five survey questions. (Author/LL)

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Beginning teachers:
What they have to say about their performance and preparation

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September 23, 1991

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Abstract

The purpose of the study was to see how beginning teachers evaluated their preparation and performance. A survey was conducted of University of North Florida graduates who had been hired by school systems within the state of Florida. The official list was provided by the Florida Department of Education. The graduates were asked to rate themselves on the 27 generic teaching competencies and to write comments on their strengths, weaknesses their first year of teaching. They were also asked to provide suggestions for improving the teacher education preparation program and for how colleges and universities could better work with beginning teachers. The analysis of both ratings and written comments indicates skills such as classroom management and organization were reported both as areas of strength and weakness. They rated themselves strong in interpersonal skills but had concerns about their conferencing skills. Beginning teachers tended to want a more reality based teacher preparation program with more field experiences and "hands-on" experiences. they made recommendations on how colleges and universities could better served the needs of beginning teachers by establishing support groups, telephone "hot-lines", and seminars on problem areas.

Overview

State and accreditation agencies have focused attention on the preparation, support services available, and evaluation of beginning teachers. Colleges of education in many states have certain legislative requirements both to follow-up graduates and to provide support systems for them. Very few studies have been completed on what beginning teachers see the role of the university in their post degree professional preparation.

Evaluation is a continuous process and data must be systematically collected on the students when they are in the program and when they have graduated and are teaching. Category II of the National Council for Accreditation of Teacher Education Standards entitled Relationship to the World of Practice has a section on evaluation. In Section IIB the standard calls for the teacher training institution to maintain relationships with graduates from its professional education programs that include follow-up studies and assistance to beginning professionals.

The criteria for compliance states that the unit must keep abreast of emerging evaluation techniques and engage in regular and systematic evaluations, including follow-up studies, to determine the success and quality of graduates in the professional educational roles for which they were prepared. The data are to be used to help modify and improve the teacher training programs.

As part of the evaluation model of the College of Education and Human Services at the University of North Florida (UNF), yearly follow-up studies have been conducted of beginning teachers who have graduated from the college. This report focuses on the UNF beginning teachers 1988 to 1990.

Purpose of the Study

The purpose of this study was to investigate how graduates rated their competencies as beginning teachers. They were asked to identify their perceived strengths and weaknesses the first year of teaching. They had an opportunity to state what they should have been taught to better prepare them for their first year of teaching, how UNF could improve their preservice training

of teachers, and the ways colleges and universities could be of assistance to beginning teachers.

Method

A survey was conducted of the beginning teachers who graduated from UNF from 1988 to 1990. The names of the beginning teachers were provided by the Florida Department of Education. The beginning teachers were asked to complete a two page questionnaire which consisted of two parts. In the first section they were asked to rate their performance the first year of teaching on the 27 generic teaching competencies using a five point scale, (1) low to (5) high. In the second section they were asked five open ended questions. The questions dealt with their strengths and weakness as beginning teachers, the gaps they saw in their preservice program, the suggestions they might have for improving the training of teachers, and how colleges could assist beginning teachers.

Approximately 400 surveys were mailed to the beginning teachers and 90 returned (23%). It should be noted that the list of beginning teachers forwarded to UNF contained the names of beginning teachers over a two year span. Twenty percent of the forms were returned because graduates were no longer teaching at the schools they were hired as beginning teachers. The graduates are asked to respond to the questionnaire anonymously.

Descriptive statistics were computed on the quantitative data. Content analyses were utilized on the written comments to each item using categories selected from previous evaluative studies conducted on the graduates.

Results

Generic Competencies

The comparison of the beginning teachers' self ratings on the generic competencies by year is presented in Table 1. There were significant differences between the beginning teachers' ratings by year on just two competencies. An F of 3.16 was computer on #11 - constructs and sequences related sort-range objects for a given subject area - and was significant at the .04

level. The 1989 beginning teachers rated this competency higher than the 1988 teachers. An F of 3.85 was computed on #27 - the use of the computer in education - and was significant at the .02 level. The 1988 and 1990 beginning teachers rated this competency higher than the 1989 teachers.

Table 1. Comparison of Beginning Teachers' Self Ratings on the Generic Teaching Competencies 1988-1990

Competency	1988 M (26)	1988 SD	1989 M (31)	1989 SD	1990 M (33)	1990 SD
1. Applies knowledge of physical social and academic development patterns and of individual differences to meet the instructional needs of all students in the classroom	4.2	.76	3.8	.66	4.0	.63
2. Enhances students' feelings of dignity and self-worth and the worth of other people	4.5	.71	4.3	.78	4.7	.54
3. Arranges and manages the physical environment to facilitate instruction and ensure student safety	4.4	.65	4.7	.53	4.3	.93
4. Recognizes overt signs of emotional distress in students	4.2	.76	4.1	.88	4.2	.96
5. Recognizes signs of alcohol and drug abuse in students	3.5	.93	3.5	1.01	3.9	.98
6. Recognizes the overt physical and behavioral indicators of child abuse	3.6	.85	4.0	1.03	4.0	.99
7. Formulates a standard for student behavior in the classroom	4.3	.92	4.4	.76	4.4	.71

8. Deals with misconduct, interruptions, intrusions, and digressions in ways that promote instructional momentum	4.1	.95	4.1	.88	4.1	.74
9. Determines the entry level knowledge of students for a given set of instructional objectives	3.8	.83	3.9	.79	3.7	.96
10. Identifies long-range goals for a given subject area	3.9	.77	3.8	.91	3.6	.97
11. Conducts & sequences related short-range objectives for a given subject area	3.8	.84	4.3	.65	4.1	.80
12. Selects, adapts or develops instructional materials for a given set of instructional objectives and student learning needs	4.3	.78	4.3	.79	4.1	.74
13. Develops and sequences learning activities that are appropriate to instructional objectives and student needs	4.3	.60	4.3	.73	4.3	.68
14. Uses class time efficiently	3.8	.83	4.1	.87	4.1	.78
15. Communicates effectively using verbal and non-verbal skills	4.5	.71	4.5	.62	4.5	.62
16. Creates and maintains academic focus by using verbal, non-verbal and visual motivational devices	4.2	.85	4.3	.73	4.3	.59
17. Presents forms of knowledge such as concepts, laws, principles	4.1	.69	4.1	.72	3.9	.91
18. Presents directions appropriate for carrying out an	4.2	.85	4.3	.64	4.2	.70

instructional activity						
19. Stimulates and directs student thinking and checks on student comprehension through appropriate questioning techniques	4.3	.66	(1)		4.2	.76
20. Provides appropriate practice to promote learning and retention	4.1	.93	4.4	.62	4.0	.85
21. Relates to students' verbal communication in ways that encourages participation and maintains academic focus	4.3	.72	4.5	.57	4.2	.71
22. Uses feedback procedures that give information to students about the appropriateness of their responses	4.2	.74	4.2	.72	4.2	.68
23. Conducts reviews of subject matter	4.2	.76	4.2	.70	4.1	.93
24. Constructs or assembles classroom tests and tasks to measure student achievement	4.2	.69	3.9	.98	3.8	.91
25. Establishes a testing environment in which students can validly demonstrate their knowledge	4.3	.69	4.1	.76	4.1	.76
26. Utilizes an effective system for maintaining records of student and class progress	4.2	1.10	4.2	.83	4.2	.90
27. Uses computers in education	3.3	1.43	2.4	1.33	3.2	1.38

(1) Data missing. Item was left off survey.

The means and standard deviations of the 1988 to 1990 beginning teachers' self ratings on the generic teaching competencies are presented in Table 2. The highest rated competency was #3 -

arranges and manages the physical environment to facilitate instruction and ensure student safety (4.49). The second highest was #15 - communicates effectively using verbal and nonverbal skills (4.48). The third was #2 - enhances students' feelings of dignity and self-worth and the worth of other people (4.47). The fourth was #7 - formulates a standard for student behavior in the classroom (4.38). The fifth was #21 - relates to students' verbal communication in ways that encourages participation and maintains academic focus.

Table 2. 1988-1990 Beginning Teachers' Self Ratings on the Generic Competencies

Competency	1988-1990 (90) M	SD
1. Applies knowledge of physical social and academic development patterns and of individual differences to meet the instructional needs of all students in the classroom	3.98	.68
2. Enhances students' feelings of dignity and self-worth and the worth of other people	4.47	.69
3. Arranges and manages the physical environment to facilitate instruction and ensure student safety	4.49	.74
4. Recognizes overt signs of emotional distress in students	4.19	.88
5. Recognizes signs of alcohol and drug abuse in students	3.68	.98
6. Recognizes the overt physical and behavioral indicators of child abuse	3.90	.97

7. Formulates a standard for student behavior in the classroom	4.38	.79
8. Deals with misconduct, interruptions, intrusions, and digressions in ways that promote instructional momentum	4.12	.85
9. Determines the entry level knowledge of students for a given set of instructional objectives	3.84	.86
10. Identifies long-range goals for a given subject area	3.79	.90
11. Conducts & sequences related short-range objectives for a given subject area	4.09	.79
12. Selects, adapts or develops instructional materials for a given set of instructional objectives and student learning needs	4.23	.74
13. Develops and sequences learning activities that are appropriate to instructional objectives and student needs	4.28	.67
14. Uses class time efficiently	4.03	.83
15. Communicates effectively using verbal and non-verbal skills	4.48	.64
16. Creates and maintains academic focus by using verbal, non-verbal and visual motivational devices	4.27	.72
17. Presents forms of knowledge such as concepts, laws, principles	4.03	.79

18. Presents directions appropriate for carrying out an instructional activity	4.23	.72
19. Stimulates and directs student thinking and checks on student comprehension through appropriate questioning techniques	4.20	.71
20. Provides appropriate practice to promote learning and retention	4.14	.82
21. Relates to students' verbal communication in ways that encourages participation and maintains academic focus	4.36	.68
22. Uses feedback procedures that give information to students about the appropriateness of their responses	4.20	.71
23. Conducts reviews of subject matter	4.16	.81
24. Constructs or assembles classroom tests and tasks to measure student achievement	3.96	.88
25. Establishes a testing environment in which students can validly demonstrate their knowledge	4.16	.74
26. Utilizes an effective system for maintaining records of student and class progress	4.19	.93
27. Uses computers in education	2.96	1.43

The five lowest rated competencies were #27 - uses the computer in education (2.96), #5 - recognizes signs of alcohol and drug abuse in students (3.68), #10 - identifies long-range goals for a given subject area (3.79), #9 - determines the entry level knowledge of students for a given set of instructional objectives (3.84), and #6 - recognizes the overt physical and behavioral indicators of child abuse (3.90).

Strengths of Beginning Teacher

The 1990 and 1989 beginning teachers were asked to identify what were their major strengths during their first year of teaching. Their verbatim comments are reported in Appendix A. Fifty eight teachers provided one or more strengths.

The comments were grouped into four categories: Personal Characteristics, Teaching Skills, Professionalism, and Interpersonal Skills. Personal characteristics includes statements about the personal characteristics of the beginning teacher such as perseverance, creativity, flexibility, compassion, confidence, enthusiasm, and organized. Professionalism includes themes such as "motivated to improve education," "create a work ethic," "knew when to keep my mouth shut and when to speak up" and so on. Interpersonal skills included communication with students, parents, administrators, developing rapport with students and parents, enhancing students' feelings of dignity and self-worth and the like. Teaching skills included categories such as classroom management, classroom organization, planning, knowledge of teaching methods, writing lesson plans, record keeping, high level questioning, adjusting the curriculum to student needs, knowledge of child development, content knowledge, developing learning centers.

The major area of strength of the beginning teachers was their teaching skills. Fifty-eight comments or 47% of the comments were in this domain. The most frequently mentioned was classroom organization skills. Eighteen comments dealt with this topic. The second major category was classroom management and discipline. Thirteen comments related to this area. The use of effective teaching methods was third and planning fourth.

The second area of strength reported was in the personal

characteristics required of beginning teachers. Twenty-eight percent or 34 comments fell into this category. The three most frequently mentioned adjectives were organized, flexible, and enthusiastic.

The third category was interpersonal skills. Sixteen percent of the comments were in this area. Communicating effectively with students, parents, and administrators, and establishing rapport with students and parents were the major skills mentioned. Building student self-esteem and enhancing students' feeling of dignity and self-worth were also mentioned.

The fourth category was professionalism. Eleven comments or 9% were classified in this domain. Beginning teachers were motivated to improve education and had love and respect for the children them taught. They looked at their internship and previous experiences as having value in the beginning teaching experience.

Weaknesses of the Beginning Teacher

The beginning teachers were asked what were their major weaknesses during their first year of teaching. Their unedited comments are include in Appendix B. Seventy-six percent of their comments related to the teaching skill category. The primary weakness identified was classroom management and discipline. Twenty one of the statements related to this issue. (Examples: I found had no procedures for behavior modification and had to rely on my own instincts for classroom management and documentation . Being consistent with classroom management.) The next most mentioned area was the paper work and record keeping required of teachers. (Examples: Keeping up with the various folders and remediation. Keeping up with all of the paper work that is involved with the beginning teacher.) Subject area knowledge was third. (Examples: Unprepared to group children for reading. Knowledge of whole language very limited. Math concepts.) Handling special students was fourth. (Examples: Subject are knowledge for ESE teachers. ESE teachers receive almost none. It is crippling in the secondary setting and difficult in the elementary setting. Working with slow learners.) Lack of computer knowledge was sixth. (Examples: Using the computer in first grade subject areas. Computer competency.) Other issues

were motivating students, especially keeping students attending during a not so interesting lesson, questioning skills, long range planning, with-it-ness, reviving, and not knowing what academic progress was normal.

There were 11 or 14% of the comments dealing with interpersonal skills. The primary concern was communicating with parents. (Examples: Dealing with parents!! How to discuss retention, failing grades, etc. Communicating with parents.) Dealing with co-workers and other groups was the next weakness. (Examples: Dealing with unprofessional people. Working with co-workers, volunteers.)

Seven comments or 9% fell into the personal category. (Examples: physical fatigue/susceptibility to illness; tendency to be a perfectionist. I have felt overwhelmed at the responsibility that I have taken on myself. Specifically teaching these children the skills they need and will carry with them forever.)

What Should Have Been Taught

The beginning teachers were asked what their teacher training program did not teach them that it should have taught them to better prepare them for their first year of teaching. Their list of areas are reported in Appendix C. Primarily the answers fell into the teaching skills area. The three top themes were how to do the required paper work, management/discipline, and conferencing skills. They also felt deficiencies in some content and methods areas, such as whole language, phonics, science, social studies, art, reading etc. There were also a variety of other facets such as how to write on a chalk board, how to recuperate after having a substitute in the classroom, and how to motivate students.

Some examples of the required paper work/record keeping comments are as follows:

all the paperwork (report cards, cum folders, IMS cards).

how to set up a plan book, a grade book, files, etc

Sample comments dealing with management/discipline are as follows:

classroom management. Nothing prepares you for dealing with as crowded classroom and the many special needs of these

children.
Quick management tips for both discipline and time!
Conferencing skills were a concern:

Parent conferencing skills!! How do you tactfully tell a parent that their child is lying, stealing, hitting others, not turning in their work, etc? How do you work with student and parents when the parents are unsupportive?

Suggestions for Improving the Preservice Education of Teachers

The beginning teachers suggestions are listed in Appendix D. Three major themes were identified: the management of the field experience and internship, the curriculum, and the faculty and instruction. They felt that students should be given a well-rounded experience which incudes inner city schools as well as suburban. They felt that more time in the pre-internship should be spent in a classroom. It was suggested that students spent more time out in the schools in the classroom and be there during open house, the first day of school etc.

The curriculum should reflect more the real world and what the teachers have to teach. One teacher said for example that math methods courses should demonstrate how to teach children math concepts, instead of being an adult math class. Instruction needs to reflect what is to be taught. They want professors to use more "real life" materials - planbooks, grade books, E, county forms etc. They feel that certain topics should have coverage such as more classes on games and rules in physical education, legal and ethical issues, how to deal with parents, step-parents, abuse, divorce, separation, multiple marriages, computer training etc.

The professors are seen as out of contact with reality and not in the schools enough. They are viewed as not emphasizing what is real. One teacher stated that she never used the theory of Maslow, Skinner, or Piaget to calm down 28 children, to teach a lesson, or deal with parents, etc.

Support Services for Beginning Teachers

The beginning teachers were asked in what ways could the local or regional colleges be of assistance to them as as beginning

teacher. Their comments are found in Appendix E. A variety of suggestions were made by the beginning teachers. One of the top suggestions was to establish support groups. Another was to have a "hot line" or teleconferencing system. Mini workshops conducted in the school setting were suggested. Topics for inservice or workshops included computer, working with parents, hands-on learning, record keeping, management skills, subject areas by grade level, and parenting skills. They felt that the liaison should continue between the college and beginning teachers. They felt that professors should come to visit and observe them. Some felt that they should be provided a preintern during their beginning teaching year. They felt that they should be able to use college facilities and services such as library, career planning and placement, etc. They also offered other suggestions for delivery of services such as weekend classes and TV courses.

Discussion

In reviewing both the self-ratings of the generic competencies and the written responses on their preparation, one of the areas of strength was their classroom management and discipline skills. This area is also one of the areas of concern for many of the beginning teachers. A second area of both strength and concern was their organizational skills. Interpersonal competencies were rated high by the teachers. They rated their ability to establish rapport and communicate with students high but their ability to conference with parents and other professionals as an area which needed attention.

As in previous studies the teachers suggested that there needed to be more field experiences, hands-on activities, and changes in where interns are placed. They feel that professors are not involved enough in schools and are cloistered in ivory towers. The feel that the curriculum should be more realistic and reflect the curriculum and practices in the local school districts.

They recommend that the university set up various types of support systems and continuing education systems for beginning teachers. Some teachers feel that professors should be out visiting the beginning teachers in their classrooms.

There are a number of ways to look at what beginning teachers say about their performance and their program of preparation. The sample is only 90 but these are the teachers who were professional and cared to share their comments and ratings. The first way is from a conceptual and philosophical perspective. Do these beginning teachers reflect the values and goals of our program? What kinds of professional behaviors and competencies do we want them to demonstrate at this stage of their development? Partly we can recognize our educational philosophy from the analysis of this report; partly not.

A second way of looking at what our beginning teachers say about their performance and program of preparation is from a developmental learning perspective. What is our responsibility in their professional growth after they complete their program? Some teachers accept that they are responsible for learning and learn through their experiences. Others have an external locus of control and feel that their preservice program should do it all. Some feel frustrated and overwhelmed. Are we teaching our students how to learn, how to locate information, how to realistically evaluate themselves? Do they recognize the stages of development they must go through from novice to master teacher?

A third way of looking at what they have to say about their performance and preparation is from a curriculum theory perspective. Is our program relevant to the beginning teacher? Some students view our curriculum as too theoretical, idealistic, and not reality based. Many report deficiencies in methods, content knowledge, classroom management and organization. Should our curriculum be based more on the problems, current practices etc in education or should it remain in the traditional subject matter format? Should we expand the field experiences component?

Recommendations

The following recommendations should be considered on the basis of this report:

1. We need to consider developing an assessment center to work with both preservice and inservice teachers. The center might be able to help students identify gaps in their preparation prior to their internship and to help graduates early in their teaching

career.

2. We need to consider developing a master plan for working with our beginning teachers. The plan should include the establishment of support groups, telephone "hot-line", Saturday seminars on issues, trends, and problems, and systematic visitation of our graduates by faculty.

3. We need to address the areas of concern expressed by our students in this report; e.g. the use of the computer in instruction, practical classroom management techniques, whole language approach, scope, organization of the curriculum in the subject areas and the like.

4. We need to continue to put a priority on our involvement in working with the schools and other outreach activities.

5. There should be frequent meetings of the team of faculty teaching methods and core courses to share innovative practices, new trends, instructional strategies, new information gained from attending professional meetings and the like.

Appendix A

1. What did you find were your major strengths during this first year of teaching?

1988

* organization - planning - developing lessons to meet student needs.
* perseverance! Good math methods background; concern for individuals.
* my discipline techniques are a definite strength.
* organization; content knowledge; enthusiasm; my knowledge in reading skills and how to teach them.
* organizational skills; knowledge of child development personal background experiences.
* being very organized, having seven years experience in teaching four year olds gave me the background to manage a large group of children.
* discipline; planning.
* organized - I have always been organized and it is very impor-

tant to continue in the classroom. Enthusiasm - I see some not so.
* communication.
* organizational skills. I am also very task oriented - big asset in teaching.
* my organization skills and my ability to be flexible. I was able to plan ahead and this helped out a lot.
* organization.
* major strengths were being able to plan lesson effectively.
* relating to students, test construction, developing objectives.
* use of behavior modification techniques. communicating with students.

Being organized!

* faith in Divine wisdom. Being prepared and organized. Positive attitude, smiling face, great support from Carol Simmons and Wendy Gardner.
* my communication skills, oral and written, with students, parents, colleagues and administrators is a major strength. My flexibility is an asset. If something is not working I need to find out why and either fix it or forget it.
* direct relation of recent schooling to application in situations (practicing).
* enthusiasm and extra time (at home to complete projects); utilizing my volunteers and parents.
* behavior management.
* room organization; assessing needs of students and creating games/centers appropriate for those needs; high level questioning; probing and prompting.
* communicating with children, parents and administrators, knowledge of various methods.
* I love kids. I have wanted to teach for many years.. I am very motivated to improve education.
* I had a great interning experience within my grade level. My directing teacher still supports and advises me.
* setting up a behavior management plan.
* classroom management and rapport with students.
* communicating with my students.

1990

* classroom management.
* well prepared to do lessons a way in which to do well on observations.
* I knew to expect the unexpected - which happened a lot! I

tried to change the things I could change and accept the things I could not change. I knew
when to keep my mouth shut and when to speak up.
* planning and centers.
* classroom organization, relating well with students, and enjoying the teaching profession.
* enhancing a students' feelings of dignity and self worth.
* creativity.
* organization and classroom management.
* planning and record keeping.
* being aware that "hands-on" activities were the key to success; especially in Science. (Thanks Mary Ann!)
* I had a very good discipline system that encouraged the children to become better students.
* establishing rapport with students and parents. Enhancing students' self-esteem. Organization.
* organization, discipline, creative teaching, developing learning centers.
* teacher - student relationship was good. Enthusiasm - interest level was high.
* compassion, had good relationships with students. Second year academics.
* organization.
* open communication and creative lessons.
* discipline, organization of lesson plans, development of student self-esteem.
* I was able to create different forms of activities that would benefit all of the students in the different areas they needed.
* my own experiences as a teacher assistant and school volunteer and my own desire to enrich the lives of children with positive experiences.
* people skills.
* communication with students.
* organizational skills.
* classroom management.
* flexibility to constant changes.
* adjusting to student needs, building self-esteem, and creating a work ethic.
* wanting to learn what I didn't get interning.
* time management/flexibility. Administrational staff/referral gained school knowledge.
* organizational skills, ability to evaluate situations. Ability

to be flexible. Firm and fair and consistent discipline.
* rapport with students; enthusiasm.
* ability to write accurate lesson plans. Informed about BTP.

Appendix B

2. What did you find were your major weaknesses during this first year of teaching?
1988
* discipline and classroom management.
* physical fatigue/susceptibility to illness; tendency to be a perfectionist.
* keeping the children's attention during not so interesting lessons. Carrying through with discipline strategies.
* discipline and how to handle "special students" i.e.. E. H.
* dealing with unprofessional people; dealing with uncooperative people; dealing with parents.
* working with parents, volunteers, co-workers, etc.
* subject area knowledge (for ESE teachers). (ESE teachers receive almost none. It is crippling in the secondary setting and difficult in the elementary setting.)
* first half of year (Jan. to June '89) I was having a hard time with management in the classroom.
* tests were on to high a level.
* student conduct - dealing with behavioral disruptions.
* keeping up with all of the paper work that is involved with the beginning teacher.
* classroom management.
* lack of computer knowledge. There should be a required course in computers. Come on, it's almost the '90's. Preparing for reading is so important. New ideas need to be taught. More creativity needs to be taught.
* discipline. Not knowing certain things about the school. Do's and don'ts of Duval County School Board.
* finding enough quality work to keep students busy during reading groups.
* working in a resource room setting with students coming and going at all different times and with various schedules was at times hectic. Students come early as well as late. Remembering the various hours each student comes for was a problem. (Time awareness).
* art experience. Otherwise I feel all my methods classes did an

excellent job of preparing me to teach Lehman Barnes (science) and Sandy Mc Donald (math) motivated, inspired me to skills with which I had not felt comfortable before.
* voice control. Getting better.
* dealing with parents!! (How to discuss retention, failing grades, etc.)
* creativity.
* staying consistent in discipline; inappropriate wait - time; multiple questions.
* hands-on math methods.
* teaching computers - we were sadly lacking on info. in this area.
* discipline with students in the setting I was placed.
* tracking students progress.
* time management - especially after school. I work late every night in order to be prepared for the next day. I don't know how to "cut back", yet still do all I need to do. I also have my own children to care for. I'm exhausted.
* I have felt overwhelmed at the responsibility that I have taken upon myself. Specifically teaching these children the skills they need and will carry with them forever.

1990
* reviewing class lessons; paper work for documentation (ESE).
* time management.
* my class consisted of EMH, TMH, Autistic, SLD, SED, visually impaired and physically impaired students. I had a difficult time trying to find ways to instruct them as a group. It was also difficult to instruct on on one because there were 9 students who were all very dependent.
* using the computer in 1st grade subject areas.
* scheduling times for students in each grade (1st, 2nd, & 3rd) in special education.
* math concepts; behavior management.
* organization.
* working with slow learners.
* discipline; staying on task.
* record keeping - keeping up with the varims folders and remediation.
* I did not know what to teach. I was not taught in college, and at this school I was given no peer teacher so I had to guess for a while.
* long - range planning, judging what and how often to grade,

trying too hard, caring too much.
* with - it - ness.
* I did not know what academic progress was normal. I felt a great need for experience. Talking to parents - especially when their child was not keeping up. Lack of organizing my teaching materials. Classroom management.
* aw struck dealing with problems (behavior).
* inability to get parent response to communication.
* discipline and timing.
* reviewing subject matter, keeping ongoing diagnostic records for each student.
* communicating with parents. Discipline of students.
* very little that was instructed at UNF was of actual value in daily teaching experiences. I found I had no procedures for behavior modification and had to rely on my own instincts for classroom management and documentation.
* student discipline.
* management of student conduct.
* not enough specific training on use of Apple IIe computer.
* lack of materials.
* classroom management and motivation.
* being consistent with classroom management; developing lesson plans to maximize engaged time.
* dealing with co-workers; computer competency; identifying entry level of incoming class.
* not having a course that contained even more kindergarten/primary language/ literature facts.
* classroom inventory. Questioning skills - being able to ask SID students, higher level questions.
* parent/teacher conferences.
* unprepared to group children for reading. Knowledge of whole language very limited.

Appendix C

3. What did your teacher training program NOT teach you that it should have taught you to better prepare you for your first year of teaching?

1988

* discipline and classroom management. How to manage all the paperwork.
* phonics.

* I had a great directing teacher.
* discipline plans; motivational tools.
* my classes did adequately help me to deal with the above weaknesses: unprofessional and uncooperative people and parents.
* I was unprepared for all of the paperwork, interruptions, little amount of money given to the teacher to buy supplies.
* too much emphasis on theories in many courses. People management skills training are lacking.
* how to write on the chalkboard, your basic things before walking into the classroom - they were not covered and no one showed us - it was a trial and error process.
* students quitting when they meet an obstacle.
* methods of conducting class; handling conduct problems effectively.
* all the small details that are required from teachers that don't involve teaching at all. What funds are available to teachers so that they don't have to use so much of their own money.
* classroom management. Nothing prepares you for dealing with a crowded classroom and the many special needs of these children.
* the best thing to help you prepare for teaching is the internship. I felt I didn't learn a lot until I had experience teaching.
* the teacher program did not set up a realistic look at what we would be facing, nor could it. When we did pre-internship and internship we were always a "guest" in the class so the kids always acted differently toward us.
* all of the paperwork (report cards, cum folders, IMS cards). How to solve problems not just to recognize them. How to effectively teach reading groups. How to recuperate after a substitute!!! How to deal with the BTP!
* how to juggle your teaching of reading and math etc. for 3 or more levels all scheduled at the same time.
* parent conferencing skills!! How do you tactfully tell a parent that their child is lying, stealing, hitting others, not turning in their work, etc.?

How do you work with students and parents when the parents are unsupportive?

Also I feel very lacking in art. I learned lots of theory and history, but I wish I had a portfolio of easy, quick, seasonal arts and crafts, bulletins boards I could do with my class.
* more time in-field.

* referrals (ESE, speech, EMH, EH, etc.) who our resource people are in these situations.
* paperwork i.e.. how to write an IEP, etc.
* quick management tips for both discipline and time!
* specific use of Duval materials - basals, IMS, etc.
* computers - how to teach this to students.
* that there are schools that have so many severe problems that you have no means for taking care of them.
* there was no classes offered for being an instructor of science/social science etc. yet we are expected to teach it.
* how to set up a plan book, a grade book, files, etc. How to manage three different grade levels and numerous subjects occurring simultaneously.
* the multitude of responsibilities other than teaching!!

1990

* how to keep grades.
* computers.
* how to handle a VE class like the one I just described. Also how to instruct student who are severely handicapped.
* conferencing skills - ex. a list of materials necessary for a conference - tests, pamphlets, student samples of work for parents to view.
* undecided.
* preparing papers for child study team packet. Working IMS into daily lessons. How to help slow learners while not boring the average student.
* how to accurately place students in reading effectively while teaching a "whole language".
* record keeping; keeping up with the various folders and remediation. There should be a brief lesson on keeping records and folders on students. (How you fit this in with everything else.)
* how to fill out a lesson plan book and make a daily schedule. Your only taught how to write 2-3 page lesson plans - this is not realistic.
* writing "real" IEPS, keeping plan and grade books; awareness of downtown politics, and many other difficulties; too many students and groups.
* whole language.
* I felt a lack of knowledge in subject areas - esp. in Science, Social Studies and Math - the subject courses should include more facts instead of SO much "busy" work making up detailed lesson

plans. We never do this now. It was a tremendous waste of time.
* IEP's are not taught realistically at college level.
* the reality of children's behavior. How to effectively manage a parent conference.
* discipline.
* familiarizing one with Duval's Instructional Management System and other required records.
* how to communicate with parents. How to set up a discipline plan.
* daily lesson plans - curriculum evaluation and procedures - cum. folders - behavior management techniques - BTP requirements - county procedures.
* stress management.
* I have a psychology degree.
* need more info. re: whole language approach to reading.
* students are not interested in following through to complete assignments.
* curriculum requirements for certification was not covered by peer teacher.
* how to start-up a classroom at the beginning of the year.
* how to plan lessons for 3 different subjects. 3 different grade levels for 25 hours of instruction using 5-7 hours of planning.
* lack of pay. Paper work and other activities related to teaching.
* communicating with parents concerning child's progress.

Appendix D

4. Do you have any suggestions on how colleges could improve their preservice training of teachers?
1988
* please give a well-rounded experience. Include inner city schools as well as suburban. That might have alleviated the culture shock I've undergone.
* don't fill their heads full of book knowledge. The real world can't be dealt with like the situations in the books.
* increase the time in classroom during pre-internship. Two weeks a semester was not enough to prepare yourself for internship.
* more experiences in various school environments - plus involvement with the paper work (red tape) involved in teaching.
* professors should be in the classrooms as often as possible

with the children.
* more emphasis on management skills (time management and personnel - student and assistant management). More emphasis on record keeping. More thorough subject area development of ESE teachers. Twice the time should be spent in actual teaching setting (pre-internship, practicums, internship).
* yes, help them on what is real in the classroom. I've ever used the theory of Maslow, Skinner or Piaget to calm down 28 children or teach a lesson - deal with parents, etc.
* need a class in ethical teacher conduct!
* maybe provide more field experience.
* I feel instruction needs to be given from a more realistic point of view and not from such an idealistic one. I wonder how may professors have spent any real amount of time in the classroom.
* computers, more hands on activities, more reading instruction, (having to do with things that are really happening in the classroom).
* if there was some way a program could give the "ins" of being in a school as a real teacher. There were so many circular things I had never heard of. I was lost my first 2 months of teaching. Also, in Physical Education there needs to be more classes on game rules, skills, etc. of all sports.
* enable students to serve out in the school longer than their final internship period. Provide hands-on workshops for teachers to be.
* peer teachers are a great asset, utilize them. Ask for their (teacher in training) advice on how to handle various situations. Be flexible and open to new ideas and suggestions.
* it would be good to know how different schools operate administratively.
Observing in lots of different classes would help.
* more creative ideas for use different than those of text books. More professional speakers.
* help us deal with people (parents, step-parents, etc.). Discuss all of the problems we deal with (abuse, divorce, separation, multiple marriages, etc.).
* have graduate participate more in the classroom before actual internship.
* professors should have to have a minimum number of years in ACTUAL teaching experience to better inform us of REAL life.
* more help in preparing materials.

* let us teach from the curriculum we will use in school.
* place preinterns one semester with a beginning teacher and at a high drop out school.
* allow more time for interacting with students in a classroom setting.
* use more "real life" materials - plan books, grade books, IEPS, county forms, etc.
* I feel that the intern program at UNF prepares a beginning teacher as well as it can. There's just no way of knowing what lies ahead until you start. It has certainly been easier due to my training at UNF.

1990

* more time in classrooms.
* college students should be given the opportunity to observe the types of classes they want to teach more often. Unf needs to create a program which allows their students to receive certification in Elementary and Special Education at the same time. I am currently in elementary ed., but the classes have been filled for three semesters. I am very discouraged.
* math methods courses should demonstrate how to teach children math concepts, instead of being an adult math class.
* more time in the classroom. Students need to be involved in the classroom throughout the entire year. For example Open House, first day.
* more computer training; math manipulatives vs. "text book teaching".
* cut back on classes and have them spend more time out in the school - not just pretty all-white schools but in the lower socioeconomic schools where they will probably be placed anyway.
* be realistic. Even after internships, the majority of beginning teachers are overwhelmed and disillusioned. As much as I love children, if I could have known what my first two years of teaching would be like, I would not have majored in education. I literally had no time for myself, of family last year, and little this year. It's too exhausting.
* the place where I learned the most that helps me now is where I am now - in the room itself! On-the-job training is where it is at!
* seek all counties within state and try to apply in class.
* interns should be placed throughout the county to experience varying types of children.
* the training should give a more realistic look at today's

children.
* provide teachers with more classroom experience - not just observations during preinternship.
* more classroom experience with qualified teachers - training to create "real" classroom lesson plans - more preparation for the beginning teacher program.
* increase teachers' awareness of "whole student" needs. Training in conflict resolution.
* have a course on all types of abuse.
* computer training.
* more hands-on activities.
* provide many strategies on behavior management and motivation.
* have interns spend time in more than one level during internship, pre-internship experiences really don't offer the same exposure or training.
* not having a course that contained even more kindergarten/primary language/ literature facts.
* have a 1 year paid internship like other professions do to acquaint you with curriculum, classes, school policy and politics before the BTP.
* liability.
* I feel I was not prepared to teach reading. I've learned a lot on my own.

Appendix E

5. Teacher Preparation Institutions are supposed to become more involved with working with school systems and in providing support for beginning teachers. In what way could the local and regional colleges be of assistance to you as a beginning teacher?
1988
* provide support groups. Provide classes on classroom management and discipline, not theory.
* I can't think of a thing: UNF's preparation was quite good!
* workshops - weekend classes.
* workshops - computers, working with parents, hands-on learning - no more dittos!
* workshops should be held for beginning teachers on the practical application of record keeping, management skills, and subject areas.
* give information. Not to much pressure, it's enough being a first year teacher. But help to deal with parents, noticing

children with any specific problems (EH, SLD), things that we may have a hard time with: grades, SAT, IMS recording, etc.
* bring practicing teachers into UNF classes to give their strategies/methods of classroom procedures.
* establishing support groups which would include meetings and workshops designed for the beginning teachers.
* my cadre and BT program did a great job.
* in my case, I need to get certified in health. I went to the Education Department at UNF to see what classes I needed. They could not help me. They said no set standards had been made. After several days of searching I contacted a man at FCCJ who told me the classes I would need. The problem now is these classes are offered during school hours. How can I get certified?
* offer workshops pertaining too grade levels. Have qualified personnel observe and offer suggestions. Provide TV courses on behavior management techniques. Provide help for the BTP.
* UNF has great resources. The media center on Flagler is great too.
* keep us informed of new methods, maybe a newsletter on how these methods we have learned are being manifested in the education profession.
* follow up from influential professors, continued professional gatherings.
* check in with us to see that "all is well". Give encouragement when "all is not well".
* when students go to the field for pre-internship, professors should go out too! (and report their findings as well).
* offer someone as a sounding board to help with all the little questions that come up.
* how to work with parents - the ones who are abusive. How to help parents help their kids.
* help our children at schools like mine by preparing the new inexperienced teacher because that's what they get.
* I would love to have occasional visits from my professors. Not only because I miss them, but also because they know me and how I expect to teach. All the wonderful things I learned in college are not always possible to apply in the real world. I feel guilty because I just cannot do what my students need. The problem is Special Ed. scheduling.
* The assistance I need now is help with keeping up with all my responsibilities in order to be a good, competent teacher. I

am doing quite well, but it is hard

1990

* UNF has done a wonderful job of preparation. Can't think of anything.
* need more support groups. Professors should try to keep in touch - just to let the new teacher know that someone cares. Also, I had a lot of questions and I didn't know who to ask.
* I don't think I could have had any more support. I had a wonderful cadre adm.. peer teacher. My best asset was a wonderful teacher that I had during a pre-internship, who gave me wonderful classroom management ideas and copies of each.
* inservice programs; discussion and/or talk sessions for beginning teachers.
* perhaps a post-graduate; beginning teacher hot-line; something and/or someone you come to a crisis in that first year; many times beginning teachers are thrown out there with no support (at the school) and the absolute worst kids and expected to work a miracle his or her first year.
* I would love to have a pre-intern. I'd love to be able to show them some of the positive discipline strategies I have found for tough street kids.

Plus my kids would benefit form having some extra help in the classroom so they could get some one-on-one help.

* offer mini-workshops on subjects such as: discipline (classroom management); whole language (how to integrate with Basal).
* the BTP changes from county to county and it is difficult to prepare for this.
* open door policy for graduates to use facilities on campus.
* they could hold informal beginning teacher meetings, so that teachers could discuss ideas.
* providing class instructional ideas i.e.. sharing ways to integrate subject areas, how to alter or supplement instruction for exceptional students, development of instructional materials, etc.
* I am now finishing up my second year as a teacher. I have worked had to make up for my weaknesses. The College of Education at UNF did a poor job in preparing me for the actual day to day activities of teaching. In just about every class, we had to learn about who had what theory. "Useless".
* I would have liked to have an advisor to assist with the BTP, grant writing and other county procedures.
* provide opportunity for new teachers to share experiences

during BTP.
* perhaps teleconferencing for ideas and support would be helpful. Also lending library of materials.
* assist with job placement.
* possibly by offering mini workshops at schools or other accessible locations where beginning teachers can share concerns/experiences and seek advice for specific situations from college personnel and/or peers.
* monthly support groups of beginning teachers helped. This could be a more organized program.
* place all education majors in a classroom each year.
* have a college support persons to help and be a second peer teach complete one of the evaluations and help BT with developmental plan. My peer teacher didn't have time.